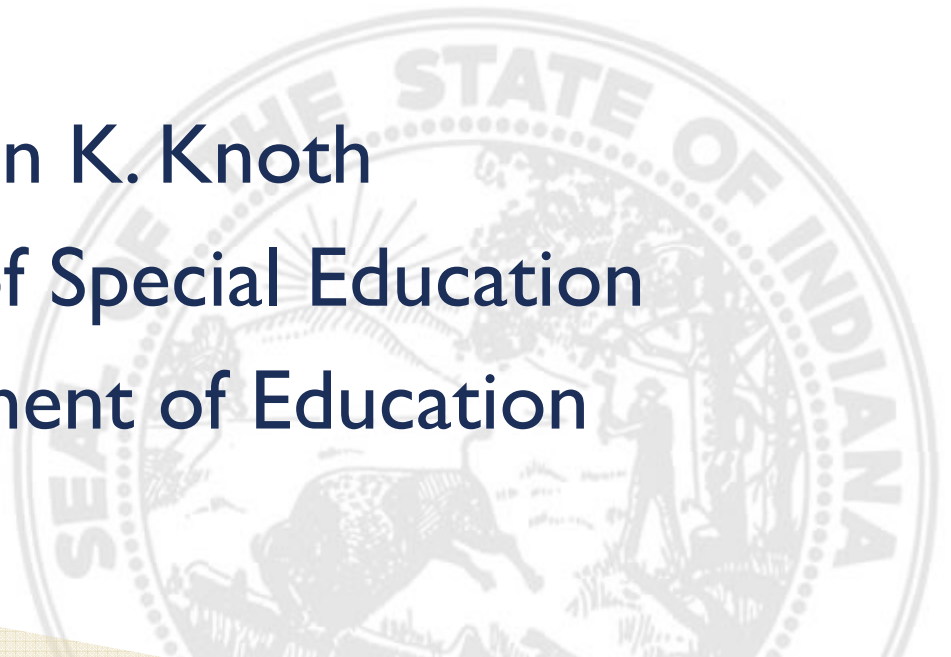




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# Early Childhood Coordinators Update

Dr. Sharon K. Knoth  
Acting Director of Special Education  
Indiana Department of Education



# Dr. Bennett's Restructuring Plan

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## THE 'FORMER' DIVISION OR CENTER

There are no longer “Divisions” or “Centers” within the Department. We are Student Learning and encompass what used to be known as special education, Title I, ENL, charter schools, adult education, homeless students, and curriculum & instructional leadership.

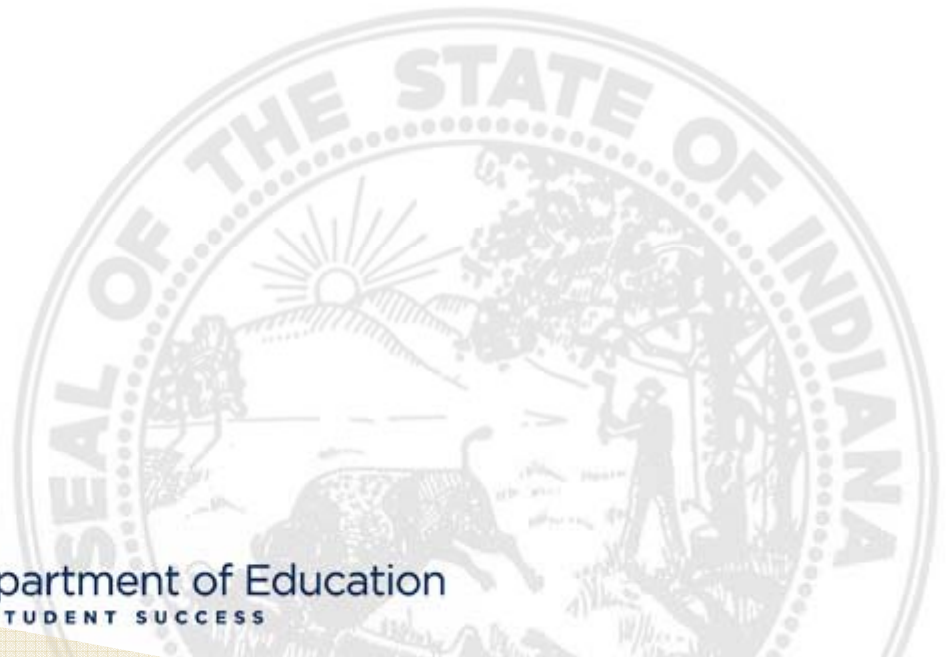


# Dr. Bennett's Restructuring Plan

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## THE 'FORMER' DIVISION OR CENTER

There are three other areas (in addition to Student Learning): Finance, School Services, and Legal Services.



# State Plan & Article 7

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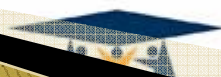
We are required to publish a State Plan in order to receive Federal funding.

Available on our website:

<http://www.doe.in.gov/exceptional/speced/resources.html>

We are amending Article 7.

Main areas include revocation of consent for services and removal of the additional tier in our due process system known as the Board of Special Education Appeals.



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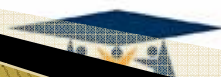
# Annual Performance Report

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The State received an onsite monitoring visit from US DOE in October 2008.

- Reviewed the new monitoring process and issued a report to the Department.
- Will be conducting onsite verification visits.
- Will continue to monitor the 20 Indicators.
- Filed our annual report.
- Available on our website at:

<http://www.doe.in.gov/exceptional/speced/monitoring.html>



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# APR: Indicator 6

## Overview of the Annual Performance Report Development:

The instructions for collecting preschool least restrictive environment (LRE) data under Section 618 State-reported data requirements have been revised. The new preschool LRE 618 collection is significantly different from previous collection, and not consistent with Indicator 6; therefore, the Office of Special Education Programs (OSEP) instructed states to not report on Indicator 6 for FFY 2007 (SY 07-08).

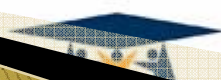
**Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)**

**Indicator 6:** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent =  $\left[ \frac{\text{\# of preschool children with IEPs who received special education services in settings with typically developing peers}}{\text{total \# of preschool children with IEPs}} \right] \times 100$ .

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	Not applicable



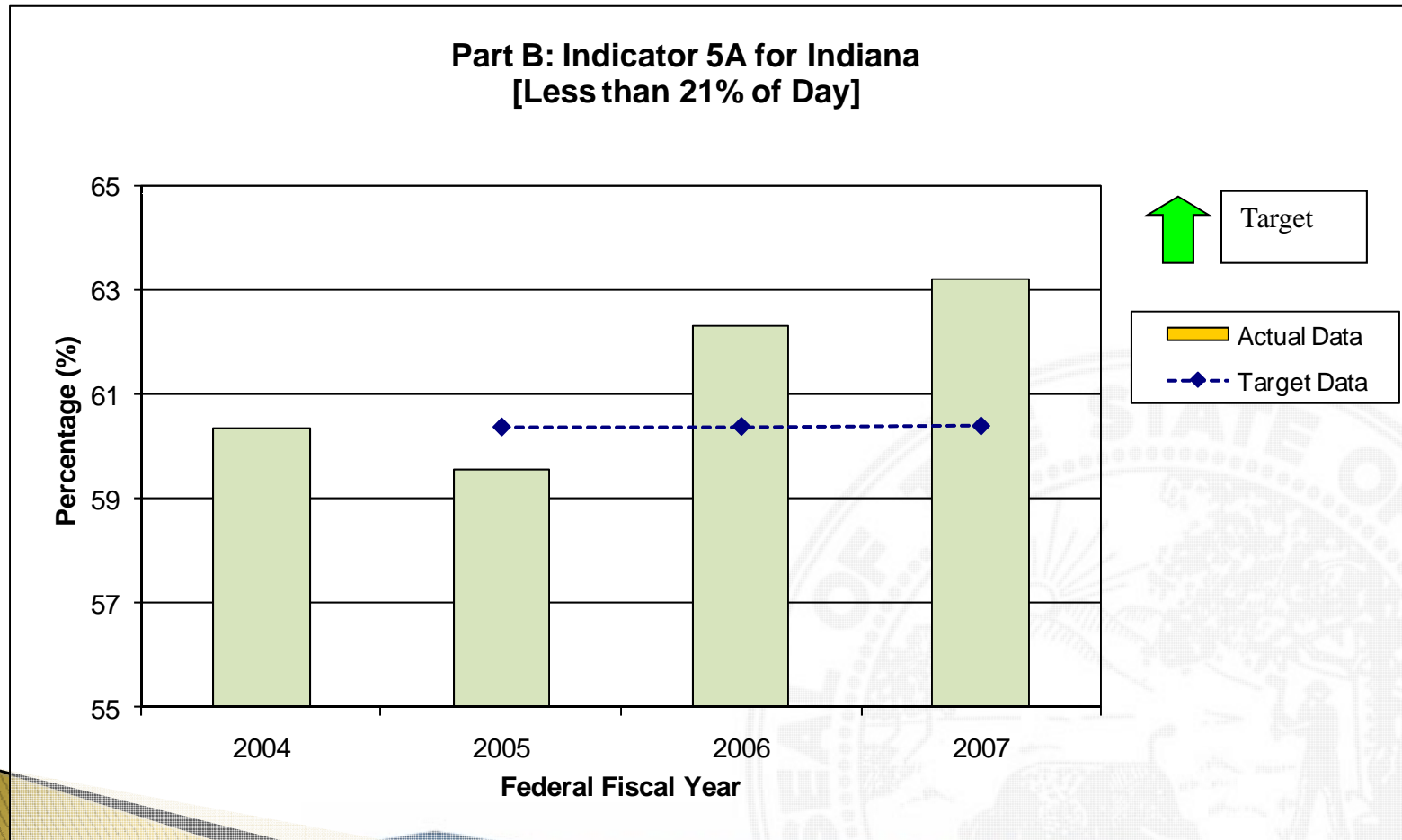
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# Distribution of Students Aged 6-21 by Setting - FFY 2007 (SY 07-08)

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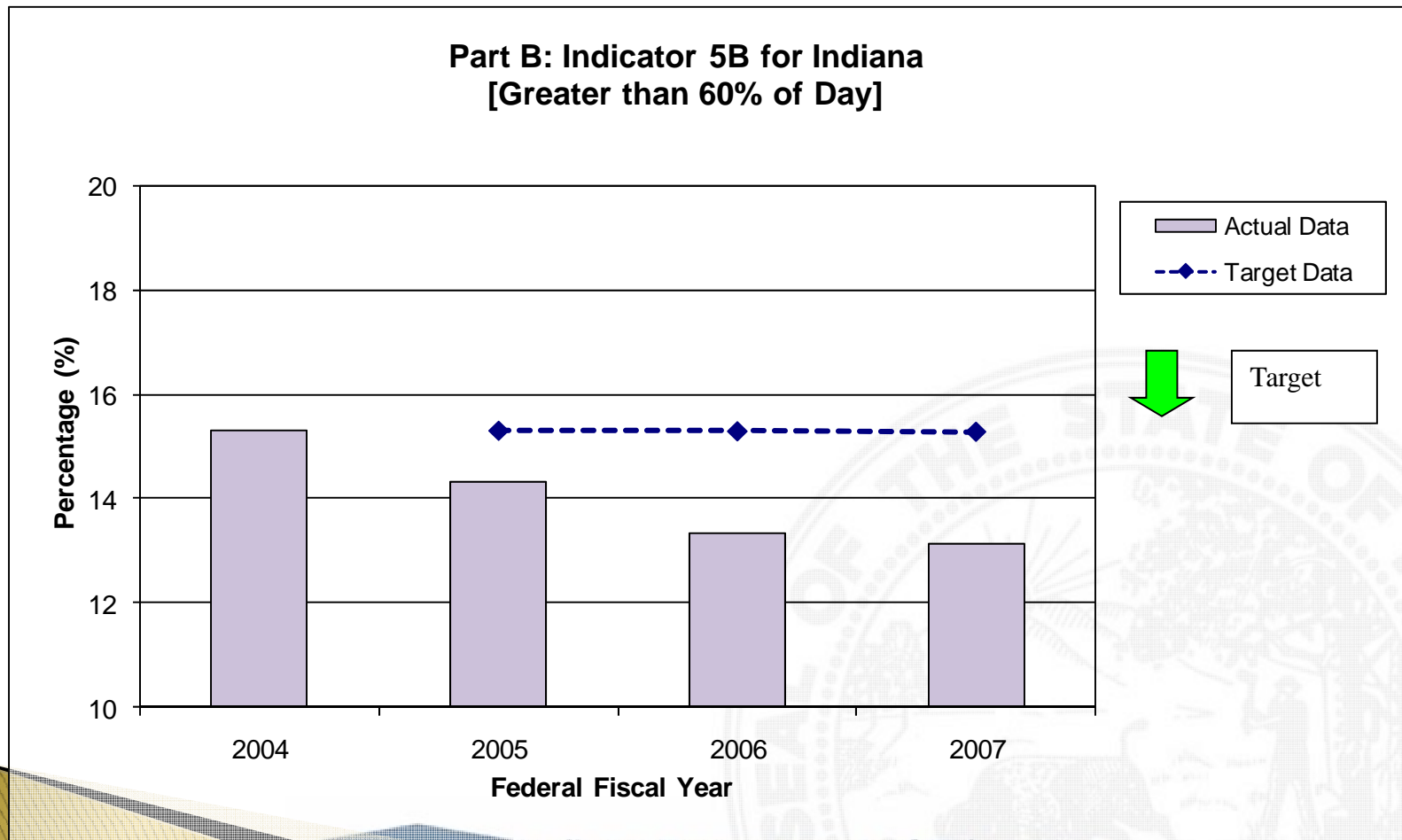
<b><i>LRE Category</i></b>	<b><i>Percentage</i></b>
Removed from regular class less than 21% of the day.	63.19%
Removed from regular class greater than 60% of the day.	13.14%
Served in public or private separate schools, residential placements, or homebound or hospital placements.	2.20%

# Removed from regular class less than 21% of the day





# Removed from regular class greater than 60% of the day



# APR: Indicator 7

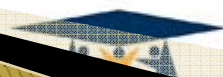
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**Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)**

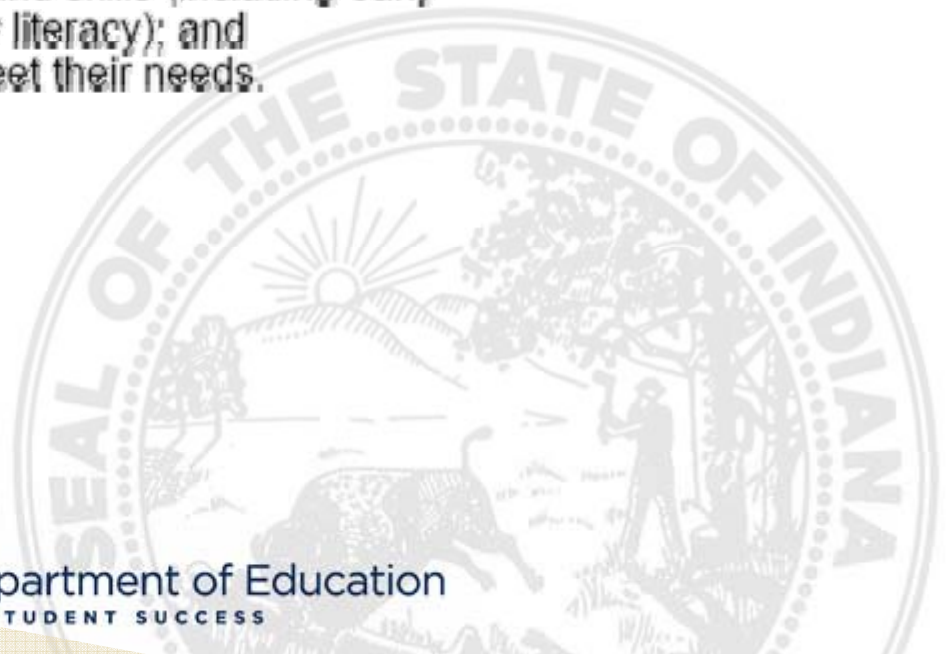
**Indicator 7: Percent of preschool children with individualized education programs (IEPs) who demonstrate improved:**

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

[20 U.S.C. 1416 (a)(3)(A)]

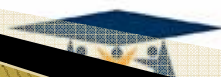


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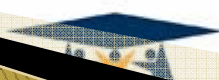
# APR: Indicator 7

Outcome 1: Positive social-emotional skills (including social relationships:	# and % of children Full ISTAR		# and % of children using speech interface		# and % of children combined	
	#	%	#	%	#	%
a. Percent of preschool children who did not improve functioning.	22	2.5%	226	14.1%	248	10%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	135	15.3%	960	59.9%	1,095	44.1%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach.	21	2.4%	238	14.8%	259	10.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	66	7.5%	30	1.9%	96	3.9%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.	637	72.3%	149	9.3%	786	31.6%
Total	881	100%	1,603	100%	2,484	100%



# APR: Indicator 7

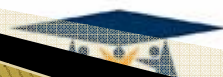
Outcome 2: Acquisition and use of knowledge and skills (including early language/communication and early literacy):	# and % of children Full ISTAR		# and % of children using speech interface		# and % of children combined	
	#	%	#	%	#	%
a. Percent of preschool children who did not improve functioning.	26	3%	185	11 %	211	8.5%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	681	77.2%	914	57%	1,595	64.2%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach.	132	15%	349	21%	481	19.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	19	2.2%	23	1%	42	1.7%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.	23	2.6%	132	8%	155	6.2%
Total	881	100%	1,603	100%	2,484	100%





# APR: Indicator 7

Outcome 3: Use of appropriate behaviors to meet their needs:	# and % of children Full ISTAR		# and % of children using speech interface		# and % of children combined	
	#	%	#	%	#	%
a. Percent of preschool children who did not improve functioning.	13	1.5%	321	20%	334	13.5%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	105	11.9%	1,279	79.8%	1,384	55.7%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach.	6	.6%	3	.2%	9	.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	53	6%	0	0%	53	2.1%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.	704	80%	0	0%	704	28.3%
Total	881	100%	1,603	100%	2,484	100%



# APR: Indicator 7

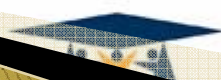
*Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcomes data:*

Procedures that ensure the accuracy and completeness of the child outcomes data includes:

- The software has particular features that alert the user to required data and assure completeness of the assessment;
- A compliance report and other administrative tools provide local administrators the means for managing and monitoring the process. Administrators must verify that all reports are completed accurately and within the mandatory time frames;
- ISTAR staff did training on the compliance report and utilization of the CEL Dashboard that accesses data management tools. ISTAR staff maintained a support response time of about 1 hour per request; and
- The CEL, with the assistance of the ISTAR staff, will analyze student progress on the early childhood outcomes in a variety of ways including by LEA, by types of disabilities, and by length of time in service in order to identify variations and strange patterns.

Progress data reported in FFY 2010 (SY 10-11) will be considered baseline data.

FFY	Measurable and Rigorous Target
2010 (SY 10-11)	Targets will be set in 2010

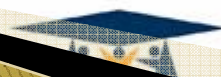


# APR: Indicator 12

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	100% of children referred by Part C prior to age 3, who are found eligible for Part B have an IEP developed and implemented by their third birthday.

## Actual Target Data for FFY 2007 (SY 07-08):

(a) # of children who have been served in Part C and referred to Part B for eligibility determination.	3218
(b) # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	315
(c) # of those found eligible who have an IEP developed and implemented by their third birthdays.	2342
(d) # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	348
# of children included in a but not included in b, c or d	213
Percent = $c \div (a - b - d) \times 100$ $2,342 \div (3,218 - 315 - 348) = .917$	91.7%

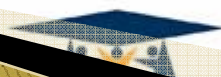




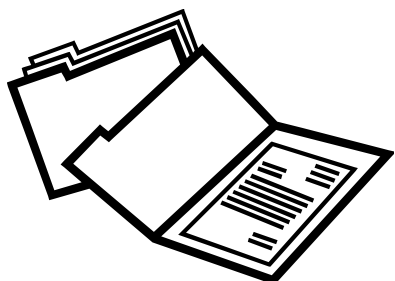
# APR: Indicator 12

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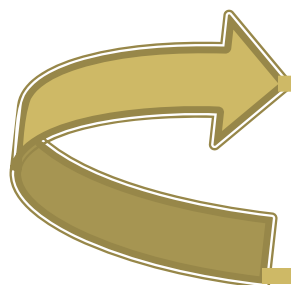
Overview of LEAs Determined Noncompliant and Number of Children Who Did Not Receive FAPE by Third Birthday	
# of LEAs (n=294)	# Children
28	1
13	2
9	3
1	4
1	5
12	6
1	7
1	8
1	9
0	10
1	11
0	>11
58 Total LEAs	56 Total Children



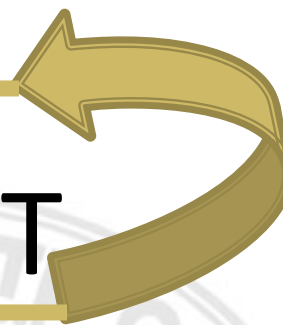




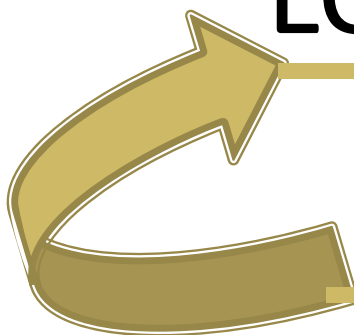
FEDERAL REPORTS



SEA REPORTS



LOCAL MANAGEMENT



IEPs



# Improved Integration of Data Reporting

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- Continue to develop state IEP, ISTART7 and the ISTAR and ISTAR-KR assessments as data source
- Build extracts from local tools for
- DOE uploads
- CIMS reporting and dynamic monitoring
- Create reporting query tools to support DOE-SE for child count purposes December 1, 2009

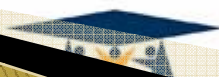
# Continuous Improvement Focused Monitoring System

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- CIFMS Team, CODA/ISTART7  
Data report April 1, 2009 for Indicators 11  
and 12

- The Equity Project (Indicators 9 and 10)  
Analyzing December 1, 2008 child count  
disproportionality for FFY 2008 (SY 08-09)

The correction of noncompliance for FFY 2006  
(SY 06-07) and FFY 2007 (SY 07-08) findings



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# Continuous Improvement Focused Monitoring System

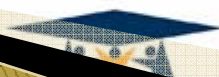
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## Window to Determine Correction of Noncompliance

- January 1 - March 31, 2009

Verification of Corrected Noncompliance  
From Finding Made in May/July 2008 **or** Dec.  
2008

- FFY 06 (SY 06-07)
- FFY 07 (SY 07-08)



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# Continuous Improvement Focused Monitoring System

## TIMELINE – FUTURE

Spring 2009      Parent Survey (85 Corps)

On-site Visits to 10 LEAs

Finalize On-site Visit Protocol Summer, 2009

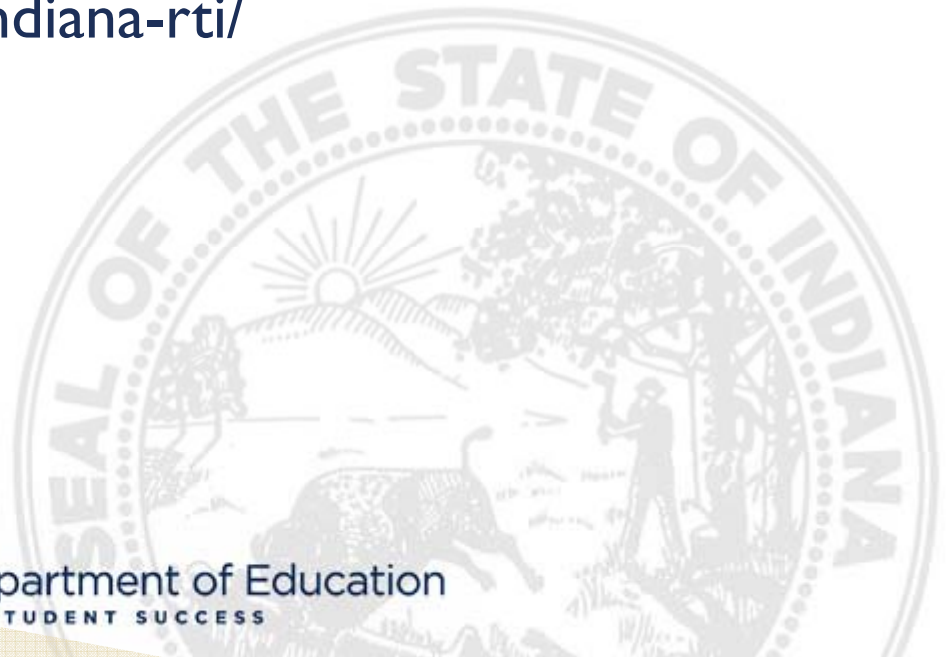
On-site Visits To Continue School year 2009/2010

Eventual ‘merger’ of Monitoring Processes via  
One Plan

# One Plan

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- Conceptual Vision to align all plan schools submit to the DOE
- Builds in numerous concepts for response to intervention (or RtI)
- Website launched (still in infancy):
  - <http://www.doe.in.gov/indiana-rti/>



# One Plan

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LEAs (local educational agencies) submit multiple plans to the DOE because of numerous state and federal requirements. There is an overlap in anywhere from 17 to 40 fields of information depending on the scope of the plan.

The One Plan will consist of a core field of elements required for each current plan and then optional additional fields that 'become' required when a particular plan is required from the LEA.

This concept is in its infancy with hopes of debuting with selected schools in the 2010/2011 school year.





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